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Titolo	New Directions in Language Learning Psychology / / edited by Christina Gkonou, Dietmar Tatzl, Sarah Mercer
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Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Normal 0 false false false EN-US X-NONE X-NONE MicrosoftInternetExplorer4 Introduction -- Intentionality and Complex Systems Theory -- New directions in language learning strategy research -- A systemic view of learner autonomy -- Attachment theory: Insights into student postures in autonomous language learning -- Emotions and feelings in language advising discourse -- The emotional labour of second language teaching within a Japanese university -- Mentoring relationships in learner narratives: Convergence of Vygotsky's theory and the new L2 well-being theory -- Exploring language teacher professional identity through a 3A teacher identity framework: Focus on discontinuities -- Drawing reveal beliefs of Japanese university students -- Love or money? Reinterpreting traditional motivational dimensions in modern social and economic contexts -- Attribution theory: Dimensions of causality, stability and controllability according to learners -- Scaffolding 2.0 – Redefining the Role of the Teacher in Online Language Learning Environments -- Conclusion.
Sommario/riassunto	This book explores potential new directions in the growing field of language learning psychology. The individual chapters cover theoretical

and conceptual developments and innovative methodological designs, while also exploring practical implications. Language learning psychology is a vibrant field of research that typically involves constructs from social and educational psychology, which it considers in terms of their relevance for the domain of language learning. The diverse theoretical and empirical chapters examine a range of familiar and lesser-known constructs, highlighting the importance of taking into account both learner and teacher psychologies, and recognising the complexity, dynamism and situatedness of psychological constructs, as well as the value of employing diverse research methodologies. It is hoped that these 'new directions' concerning populations, constructs and theoretical and methodological frameworks will pave the way for innovative future developments in this vibrant field.

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